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Student Bill of Rights

PREAMBLE

The fundamental purpose of an academic community is the preservation and advancement of learning and the pursuit of truth in an atmosphere of freedom and mutual respect, in which the intellectual freedoms of teaching, learning, expression, research and debate are guaranteed absolutely. The role of the university is uniquely that of exercising and teaching others how to exercise the "sovereign rights of criticism." As members of the academic community, students have the right to encounter minds which will serve as models of intellectual discipline and imagination, to engage in a sustained and independent search for truth, to develop critical judgments for reappraisal and renewal of our cultural heritage, and to live and to celebrate citizenship in community councils.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn requires appropriate opportunities and conditions in the classroom, on the campus; and in the larger community. Conditions conducive to the freedom to learn shall be provided and safeguarded by policies and procedures developed and respected by all members of the academic community. The purpose of this Bill is to enumerate the essential provisions for student freedom to learn.

1. The student has the right to accurate and plainly stated information which enables him to understand clearly:
 - a. The general qualifications for establishing and maintaining acceptable academic standing.
 - b. The graduation requirements for his particular curriculum and major.
 - c. The course objectives and requirements set by individual instructors for their courses.
 - d. The qualifications for establishing and maintaining eligibility for participation in co-curricular activities, such as athletics, student organization, and publications.
 - e. Any disciplinary action which may be initiated by the University, including:
 1. The specific charge or charges.
 2. His rights with respect to the charges.
 3. Hearing procedures to be followed.
 4. His right of appeal.
2. Academic, medical, counseling, and disciplinary records of a student shall not be disseminated outside the University without his consent, except under legal compulsion. Academic records shall be kept separate from disciplinary records. Disciplinary records, other than those required to support encumbrances of the academic transcript, shall be destroyed within five years after his separation from the University. The student has the right to protection against disclosure, without his consent, by anyone within the University, of personal information, including personal values, beliefs, memberships, or political associations which are not a matter of public record.
3. The student has the freedom to take exception to any data or any viewpoint presented by an instructor.
4. The student has the right to be evaluated accurately and fairly on his academic performance, and not on his personal opinions, conduct, or appearance.
5. The student has the right to discuss and review his academic performance with his instructors. The student who feels he has been evaluated on a basis other than his academic performance has the right to an appeals procedure which shall be clearly made known to him.
6. The student has the right to freedom of inquiry, and to publish and to exchange findings and recommendations within the limits generally accepted for proprietary and collaborative work and those imposed by the relevant standards of academic honesty. Unless it has been granted, the student shall not imply University endorsement of these activities.
7. The student has the right to establish, issue and distribute on campus student-directed publications and to distribute on campus other publications or literature free of any student government, faculty or administration censorship or pressure aimed at controlling editorial policy or staff appointments or removal. Registered student organizations engaged in such publications and distribution are subject to Articles 11 and 12.
8. The student has the right to freedom from discrimination on the basis of race, creed, sex, or national origin. The University shall discontinue recognition of or refuse recognition to any organization that discriminates on the basis of race, creed, sex or national origin. All such actions by the University shall be subject to the right of appeal.
9. The students shall have clearly defined means to participate in the formulation of University policy affecting academic and student affairs through membership on University decision-making bodies. Hearings at which individual students as well as representatives of student government and student organizations can present oral or written statements as effective input to University deliberations shall be scheduled and publicized. In exercising such citizenship the student shall be free from any coercion, intimidation, or harassment by any other member of the University community.
10. The student has the right to freedom from illegal search and seizure of person and property. No contractual arrangement with the University shall be interpreted as waiving this right.
11. Any group of students may become a recognized Purdue Student Organization by registration with the University in accordance with the provisions of the University Code. A procedure for appeal of a University decision to discontinue or refuse recognition of a group shall be established and made known to the group.
12. The student group, upon recognition as a Purdue Student Organization, commits itself to conformity with University regulations. Recognition shall entitle the group to the use of available University facilities.
13. Any recognized Purdue Student Organization or group of students which is able to secure sponsorship by a recognized student organization, or which is able to demonstrate financial responsibility, has the right to present speakers of its choice on the University campus. Institutional control of the use of facilities shall be used only to prevent space/time conflicts.
14. Freedom of speech, right of petition, and right of peaceful assembly shall be guaranteed to all students provided such activities do not obstruct the educational process.
15. Every student has the right to substantive and procedural due process in any formal hearing. The student has the right to freedom from harassment by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons. The student has the right to unaltered status within the University community until formally notified of a final decision.
16. Any disciplinary action imposed by University authorities may be appealed and any person involved may request a formal hearing through established hearings procedures. The student retains the right to settle disputes through consultation.
17. The student who violates civil law is subject to penalties prescribed by civil authorities. However, the student has the right to freedom from duplication of civil penalties by University disciplinary action. Only where the University's interest as an academic community are distinct from those of the general community should the special authority of the University be asserted.
18. The enumeration in this Bill of certain rights shall not be construed to deny or disparage others retained by the student. The student has the right to an appeals procedure concerning any infringement of points enumerated in the Bill.
19. This Bill of Student Rights may be ratified and amended by action of the student body, and subject to the approval of the Faculty, acting for the Board of Trustees.

History of PUCC Bill of Student Rights Published

Orderly Processes Refuted?

1967: Bill of Student Rights passed by Student Congress.

February, 1969: Revised Bill of Student Rights passed by Student Congress. Under the University Code, the faculty, through its elected representatives, then held policy-making power over student conduct and discipline. Bill prominently displayed on back page of **Boilermaker**.

March, April, May, 1969: Weekly open meetings held by Student Affairs Committee on Bill of Student Rights. Members of Student Congress, Student Affairs officer, and interested faculty in attendance.

May, 1969 Faculty Council meeting: Bill of Student Rights, on request of Student Affairs Committee, sent to three other Council standing committees for study and recommendations. Duly recorded in minutes.

September, 1969: Student Affairs Committee reconvenes, commences weekly open hearings on Bill. At Council of Faculty Delegates meeting, Dean Elliott calls attention to changes made in University Code at Board of Trustees' August meeting, which reduce faculty power on student conduct and discipline to advisory status.

October, 1969 Council meeting: Depleted powers of faculty discussed; Student Affairs Committee presents draft of statement to Board requesting permission to continue with work on Bill of Rights and Appeals system. Duly recorded in minutes.

November, 1969 Council meeting: Council moves to send statement to Board of Trustees. Student Affairs Committee presents letter from President of Student Congress asking about status of Bill of Student Rights. Student Affairs Committee requests that members of other Council committees meet with Student Affairs Committee to consider Bill. Duly recorded in minutes.

November, December, 1969: Students, Student Affairs officer, representatives from Council committees meet with Student Affairs Committee to study Bill.

January, 1970: Bill completed, sent to Student Congress. Passed by Student Congress, and referendum which is scheduled, accepts Bill 20-1.

Senator Election Information Given

Senatorial elections will be held on May 20 and 21, 1970. Elections will be in the food lounge from 9 a.m. to 9 p.m. Any student interested in running must file a petition to the Student Affairs office. Petitions are available and must be returned to the Student Affairs Office no later than 5 p.m. on May 6, 1970. Campaigning starts on May 8, 1970 at 8 a.m. Procedures concerning campaigning may be procured in the Student Congress Office in room R-170.

February 1970: Bill, Document A70-10, is distributed with February agenda of Council.

March, 1970: Bill discussed by Council. So noted on agenda and in minutes of meeting.

April 20, 1970: Bill of Student Rights passed unanimously by Faculty Council.

January-April, 1970: Headlines, stories, and text of Bill of Student Rights carried in **Boilermaker**.

Prexy Questions Faculty Action

The Student Congress in May of 1967 passed a Bill of Student Rights. Three years later the Council of Faculty Delegates finally passed the document, and did it unanimously. The Council of Faculty Delegates is suppose to be the representative means of government for the faculty but 25 faculty members are challenging their authority. The Student Congress will soon find out if the Council of Faculty Delegates is a paper tiger or actually has power to represent those who authorized the representation.

It would seem to me rather ironic that after three years of faculty preview, in which time only minor changes were recommended, that now after passage, the faculty wants to take back an action. It also seems strange that after letting the Council handle the matter for three years that now the faculty is saying that the Council can not act for it.

As president of the Student Congress I have respect for the Council of Faculty Delegates because in my opinion, they represent the faculty. However, if

Theater of the Absurd —Special Report

So many great thoughts are thronging these Calumet halls that this reporter set out to collect an assortment for posterity.

It is alleged that the Faculty's Peerless Leaders are engaged in a deranged design to pour faculty power into puerile, dimpled student hands. Obviously the "leaders," in advocating even a fractional franchise for the vast, mute majority of the academic community, have sold out their Colleagues in favor of their Employers.

It is alleged that the Faculty's chosen government conducts its capricious business at midnight, behind locked doors, and in sign language, for fear the faculty outside its charmed circle will discover what it's up to. Because of the late hour and some differential signal skills, occasional members are themselves uncertain what exactly has transpired, and confess to second thinking.

It is alleged that the Faculty's peerless leaders who strongly protested the August removal by

Question: Mr. Perkins, would you comment on the general state of things here at P.U.C.C. I have in mind the whole business of Faculty, Petitions, The Bill of Rights and possible student reactions.

Answer: The issue with which we find ourselves fiercely fighting is or at least appears to be much more political than academic. Academic power bases all through this society are under attack. Take your pick—Prague—or Tokyo—Columbia or Cambridge. It's the same old story. It's an appreciable upsurge of those who want desperately to

after three years the Student Congress finds that it was dealing with a body that had no power there will be reactions! The Student Congress has waited patiently for three years as the Bill of Student Rights went from committee to committee. During that time no strong faculty opposition was seen by the Student Congress. If the faculty felt that the Bill was a faculty matter then they had no right to waste three years of the Council's time. The Student Congress should have been informed that the faculty was the governing body and not the Council. The Student Congress would wish that the faculty would make up its mind so the Congress knows what avenues to use to attempt to accomplish their goals.

One student said to me that he doubted if the United States Bill of Rights could get through the faculty here at Purdue-Calumet. The ways things have been going I would tend to agree.

**Doug Fix
President,
Student Congress**

the Board of Trustees of faculty control over student conduct and discipline, have themselves most egregiously emasculated the faculty by giving two students, who already served exofficio, a vote on the Athletic Control Committee, which then had only the parent Council committee, the Faculty Council, and the entire faculty body, as barriers to a complete student takeover of athletics. (Tomorrow the campus.)

It is alleged that student representatives in Committees and Congress, whom most of the Faculty's Peerless Leaders regard as capable and intelligent, actually possess minds which—except for memory cells—are flash-frozen upon admission to college, to be reclaimed at graduation, and, good as if they had been used the past four years, function admirably at citizenship, war, and family-hood.

What is one to make of such self-service and fractured truth afloat in an institution dedicated to disinterested truth and learning? Perhaps with luck they'll self-destruct.

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be involved, those who really want to believe in the system, those who have been taught to believe in the system against the political and academic power establishments. One hopes, of course, that a common ground can be reached between those who control education, offer it and administer the process and those who hunger for it and engage in the process.

Question: Would you say that you agree with or that you disagree with "What's going on?"

Answer: That's a tough one. Student dissent, disruption, protest, unrest, what have you, is very much like poverty, or "the disadvantaged" that is, these phenomena assume so many different functions that it's not really possible to differentiate a rebellion designed for constructive change from a rebellion which has no particular design.

This is, in all probability, a question history and result will have to address. The fact is, that students are placed in and are sifted through a set of systems, all of which at least inferentially advance the high ideals of democracy, freedom, emancipation and participation. At a point then, in this 16-20 year process, it seems only natural that students are to expect—democracy, freedom, emancipation and participation in a very real way.

We, (and I reluctantly place myself in the establishment now) insist that it is not enough to be told what to do, how to do it, when to do it and all that sort of thing.

We, the upholders of the "system" so to speak, constantly, saturate students with the true meaning, the advantages, and the thoroughness of decision reached when through the democratic process.

Question: Do you feel that the democratic process has been in effect?

Answer: In a very real way I could answer yes but one has only to recollect the events and in doing so in a very real sense the obvious believers in the democratic process have not been served.

Question: Would you mind explaining what you mean by that?

Answer: Not at all. Students, here at P.U.C.C. have followed the traditional prescription for bringing about change to the letter. The whole thing originated in the Congress, was conducted by and between the two governing bodies of this Campus. Unbelievable traces of parliamentary practice were evident throughout. All in all it literally pains me to say that the Student Government has acted and continues to act in the best of faith.

It has been my position to inform and persuade the student government to hold dearly to the principles of good government. Keep the faith, I've said a hundred times. I think they have. But—and here's the clincher—I am entrusted with the maintenance of student life here at P.U.C.C. and one of the key

points if not The key point I have stressed is the necessity of playing the game according to the rules. I work with students with this thought always emphatically present. Believe in the system. Each faculty member, administration, parent what have you—teaches this, preaches this constantly, reminds students of this.

So you see, it inadvertently declares me ineffective if the system through the fault of some, fails those who believe in it. It also fails the other faculty, the other administrators as well as the parents.

Violence is not the answer. But why must the inevitability of change be so inextricably bound to something other than the process we profess to believe in.

How can I now advise these same students, how can anybody, now suggest a more orderly procedure to follow when the most orderly procedure has already been followed.

I can only hope that all I have heard and that what I believe to be hapening is not happening at all.

What can't happen here—what we must not have here is the far too popular and much too frequent failure and evasiveness on the part of those in position to justify and equitably settle these matters.

There is, throughout, a tremendous resistance to making some sort of general conclusions about what is happening in our small academic community, indeed in our larger society.

Well, my analysis is that we are faced with the product of our own creation . . . and we don't dare turn our backs now.

Leonard L. Perkins
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